

In Support of Arts Education

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Economic Impact of the Arts in South Carolina

- Researchers at the Darla Moore School of Business at the University of South Carolina analyzed 2008 data from the U.S. Census Bureau and the U.S. Department of Commerce, Bureau of Economic Analysis, regarding the creative economy associated with the arts, design, crafts and related activities in South Carolina.
- The results reveal that creative enterprise in the state engenders a **core impact of \$9.2 billion and 78,682 jobs** and a **full impact of \$13.3 billion and 107,614 jobs**.
- The report was written in April 2011 by Douglas Woodward, Ph.D., Director of the Division of Research and Professor of Economics at the Darla Moore School of Business at USC.

2013 SAT Scores and Students Who Take the Arts

Difference of 161 points
from more than four years to 1/2 years or less

- Arts and Music Test-Takers SAT Mean Scores

Years of Study	Test Takers	Critical Reading	Math	Writing
More Than 4 Years	1,939	510	507	494
4 Years	3,058	498	491	479
3 Years	2,828	483	480	465
2 Years	4,617	481	484	462
1 Year	6,314	484	493	463
1/2 Year or Less	3,261	453	459	431
No Response	4,303	488	493	470
AP/Honors Courses	2,696	537	534	520

Studio Thinking

Winner, E., Hetland, L., Veenema, S., Sheridan, K., Palmer, P., Locher, I., et al. (2006). Studio thinking: How visual arts teaching can promote disciplined habits of mind. *New directions in aesthetics, creativity, and the arts*, 189-205. - See more at: <http://www.artsedsearch.org/summaries/studio-thinking-how-visual-arts-teaching-can-promote-disciplined-habits-of-mind#sthash.kldUI0ti.dpuf>

- **Develop Craft**-Learning to use tools and materials. Learning the practices of an art form.
- **Engage & Persist**-Learning to take up subjects of personal interest and importance within the art world. Learning to develop focus and other ways of thinking helpful to working and persevering at art tasks.
- **Envision**-Learning to picture mentally what cannot be directly observed, heard, or written and to imagine possible next steps in making a piece.
- **Express**-Learning to create works that convey an idea, feeling or personal meaning.
- **Observe**-Learning to attend to visual, audible and written contexts more closely than ordinary “looking” requires; learning to notice things that otherwise might not be noticed.
- **Reflect**-Learning to think and talk with others about one’s work and the process of making it. Learning to judge one’s own and others’ work and processes in relation to the standards of the field.
- **Stretch & Explore**-Learning to reach beyond one’s supposed limitations, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.
- **Understand Art World**-Learning about the history and practice of the art form. Interacting with other artists and the

Top Ten Skills that Children Learn from the Arts

By Valerie Strauss January 22, 2013

- **Creativity**
- **Confidence**
- **Problem Solving**
- **Perseverance**
- **Focus.**
- **Non-Verbal Communication**
- **Receiving Constructive Feedback**
- **Collaboration**
- **Dedication**
- **Accountability**

What the Arts are doing for South Carolina Children

Ten years of ongoing research in South Carolina schools has demonstrated increased and enhanced arts education programs have significant impact on students, schools, and teachers.

Research conducted by the University of South Carolina Office of Program Evaluation found that schools with quality, comprehensive, and sequential arts programs greatly changed the ecology of the school. Research at these schools concludes:

- **higher student attendance,**
- **fewer discipline referrals,**
- **higher parent approval,**
- **fewer student interruptions and more time on task,**
- **higher teacher attendance, and**
- **higher teacher morale.**

High School Credit for College Entry

- In 2006, the **South Carolina Commission on Higher Education** (CHE) required that students attending a public college or university graduate with a unit of credit in the arts (dance, music, theatre, or visual arts.)

Arts Education Partnership

Third Space when learning matters

- **Hand Middle School**

in **Richland School District One** is sited that since making the decision to become an arts-based school, Hand has seen an **eighty-five percent** increase in the PACT test scores of its African-American students.

- In 2001, Hand was named

TIME Magazine's Middle School of the YEAR!

Lady's Island Elementary School

- Upon implementing an arts-focused approach, “all students scored above the 50th percentile on the **Palmetto Achievement Challenge Test (PACT)**.”
- On the fourth grade English Language Arts portion **96.2%** were at basic or above level. That's compared to 19.5% not passing for the district.
- At third grade math **90%** were at basic or above. Ten percent did not pass compared to 36.1% districtwide who didn't pass.”

Palmetto Assessment of State Standards

Ashley River Creative Arts Elementary School is a Palmetto Gold School.

- Attendance is based on interest.

In 2014,

- The school has a **97.6% attendance rate**.
- **98.5%** of the students scored exemplary (**73.6%**) or met in English Language Arts and
- **94.3%** scored exemplary (**69.8%**) or met in math on **PASS**.

Palmetto Assessment of State Standards

In 2014, Rollings Middle School for the Arts

- Attendance rate is **96.1%**
- **95.3 %** of Rollings students passed **ELA PASS** and
- **95.5 percent** of Rollings students passed **Math PASS**.
- The school accepts students solely on their artistic interests and not on academic scores or an interview.

South Carolina Governor's School for the Arts and Humanities Grades 11-12

- In 2014, the SCGSAH placed with the second highest SAT scores in **South Carolina** with a mean composite score of **1701**.
- Admission to the school is based on artistic achievement and not on academics, although, students must have a “C” average to attend the school.

Listening to Corporate America

Robert and Michele Root-Bernstein as printed in Psychology Today

*We've argued that the arts are essential for the development of scientific **imagination**. The arts stimulate economic development by fostering scientific and technological **innovation**.*

W. James McNerney, Jr., Chairman, President and Chief Executive Officer, The Boeing Company

*At Boeing, **innovation** is our lifeblood. The arts inspire innovation by leading us to open our minds and think in new ways about our lives- including the work we do, the way we work, and the customers we serve.*

George David, Chairman and Chief Executive Officer, United Technologies Corporation

*We are a company founded on **innovation** and believe the arts, like science and engineering, both inspire us and challenge our notions of impossibility.*

Randall L. Tobias, Chairman of the Board and CEO, Eli Lilly and Company

*The arts foster **creativity**, and **creativity** is central to our business strategy. Indeed, we believe there is a strong link between the **creativity** nurtured by the arts and scientific **creativity**. If our scientists are stimulated through their involvement with the arts, then it's ultimately good for our business -- and our community.*



Helge W. Wehmeier, President and Chief Executive Officer, Bayer Corporation

A good well-rounded education must include the study of both the arts and the sciences.

*As a company we explore the synergies between arts and science. Of all subjects, the arts and sciences are the closest and most interrelated. They offer complementary ways of understanding the same object or event... They also teach **critical thinking, creativity and curiosity** - skills that make for an educated and innovative work force.*



Bob Morrison,

Quadrant Arts Education Research

We teach the arts in our schools to create great people so they are empowered with skills and knowledge to be successful in life... to do great things regardless of the vocational pathway they choose.

Thank You for Your Support of the Arts and Arts Education

For more information please contact

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